DOCUMENT RESUME

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ABSTRACT

The Training Program for Retirees was a program operating during the summer of 1970 that trained persons retired from industry and the military to teach the technical skills that they had learned in their years of working. The courses included in the training program were: Methods of Teaching, Philosophy of Vocational-Technical Adult Education, Educational Evaluation and Educational Psychology. Selection of participants was based on: (1) current position; (2) age (generally for persons over 50 years); (3) recommendations from the applicant's latest supervising officer; and (4) degrees (a minimum of a bachelor's degree or the equivalent in coursework was required). The participants in the program felt that they were much better prepared to enter the classroom as teachers and that the program as a whole was a great success. (HS)

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DIRECTOR'S EVALUATION REPORT

I. BASIC INFORMATION

A. Stout State University, Menomonie, Wisconsin 54751

B. "Training Program for Retirees from Industry Planning to Teach in Junior Colleges or Technical Institutes"
Grant #76, NIH #90-7921

C. Dr. James J. Runnalls, Director
Stout State University, Menomonie, Wisconsin 54751
Telephone 715-235-5541, Extension 618

Philip Ruehl, Assistant Dean, School of Applied Science & Technology - Coordinator for EPDA, Part E

E. J. Schoepp, Vice President for Business Affairs

D. Duration of training program: June 22, 1970 to August 14, 1970

Period of grant: June 1, 1970 to June 1, 1971

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II. PROGRAM FOCUS

A. At the time the proposal for this program was written, there was still a critical need for teachers in the technical areas. It was seen, then, that the primary objective of this program would be to recruit early retirees from industry and the military, who possessed technical competencies. These people, after being recruited to Stout State University, would be given the necessary courses in the art and science of teaching to prepare for a second career in teaching.

To meet the objective of preparing these retirees to teach, they were enrolled in four courses which are used as part of the basis for vocational certification within the State of Wisconsin. These same courses also meet the requirements for vocational-technical education certification in most of the other states. The courses made available to the participants of this institute included: Methods of Teaching, Philosophy of Vocational-Technical Adult Education, Educational Evaluation, and Educational Psychology.

The course in Methods of Teaching emphasized techniques in teaching and methods of making effective presentation to students in the classroom. Discussion sessions were held on how the teacher could make effective presentations to establish a more meaningful learning atmosphere. Each participant in this course made video-tape recordings of a classroom

presentation and these, in turn, were critiqued by the instructor of the course and by the other participants of the institute. Strong points, as well as weaknesses, of each presentation were brought out to assist the participant in learning how he could become a more proficient teacher. Another aspect of this year's program, which was included in the methods course, was a required session in the Self-Learning Unit of the Audio-Visual Department. In this sequence the participants were able to learn how to operate instructional media equipment associated with audio-visual materials. Each participant was tested for his proficiency of operating this equipment.

The course in Philosophy of Vocational-Technical Adult Education made the participants aware of the development of courses and programs within the field of post-high school education. The participants learned how the laws of vocational education evolved and learned what effect they had on the changing philosophies of education. Resource people from the Vocational Education Department were called upon to enrich the presentations made within this course.

In the class of Education Evaluation, emphasis was placed on techniques employed in establishing criteria for effective student evaluation. Measuring instruments in the form of tests were developed by each participant in the class. These tests were judged for their value and effectiveness. Each participant also developed a set of objectives for a

class in a subject area of his choice. This problem was intended to give each of them an opportunity to get the "feel" for establishing a new course in a program which they might be confronted with.

The course in Educational Psychology was intended to give the participants a better understanding of how and why people learn. This course was so oriented that all levels of education were discussed; this included teen age and adult levels.

III. PROGRAM OPERATION

A. Participants

The program this year was faced with the same problem as last year, namely, a late notification date. Steps could not be initiated to produce announcement brochures until official notification was received from the U.S.O.E. Congressman Alvin O'Konski notified our office on February 25, 1970, that we were the recipients of a grant for this year.

Because a mailing list of personnel directors from the Fortune 500 List had been compiled during the summer and fall of 1969, we were able to make the initial contacts with industry as soon as brochures and letters could be printed for this purpose.

Brochures and application forms for the Institute were mailed to the personnel people in industry in charge of retirement programs on March 11, 1970. (See Appendix for

brochure and application forms) At the same time, letters and application forms were mailed to people who had made individual inquiries during the school year.

It was noted again this year that house organs of industry still lacked sufficient lead time to make announcements to their employees.

1. Selection Criteria

   a. Standardized test scores - not utilized

   b. Academic attainment - not utilized

   c. Current position - required

      (1) It was assumed that all applicants for this institute to meet one criterion for admission to this institute would have to be retired from his usual life's work or be in a transition stage between industrial or military employment and a career in teaching.

   d. Age

      (1) It was assumed at the initiation of this program that the people applying for this institute would be senior citizens in an age bracket above 50 years. It was found in the program this year that there was less discrimination in age for employment than had been experienced the previous year.

e. Recommendations

(1) Recommendations were requested from the applicant's latest supervising officer. It was noted that all the applicants were well recommended to go into the field of teaching. This was partly due to the fact that most of the applicants had been in a position, at one time or another, where they had conducted some in-plant training.

f. Degrees

(1) All applicants for this program were required to possess an earned bachelor's degree or have completed the equivalent amount of time in college training plus possessing a technical competency.

g. Interview - not utilized

h. Geographic limitations - not utilized

i. Narration

(1) There was less instance of people trying to work around the criteria for admission into this institute than the previous year. All of the participants, but one, possessed a bachelor's degree. The participant without a degree had completed four years of college and is a registered architect with 40 years

of experience in the field. He has served as a consulting instructor in the schools of higher education in Illinois for several years.

To eliminate any biases by one individual in selecting the participants, the applications were reviewed by a three-member committee. All of the participants selected by this committee met with an unanimous approval. The applicants were screened on their recommendations, academic proficiency in undergraduate school, and their statements as to why they wanted to enter into the teaching profession.

One of the unfortunate aspects of this program was that there were no known members of minority groups making application for this institute. Minority groups were not identified in the applications, and since no members of minority groups appeared as participants, it can be assumed that none made application. Some institutions wanting to employ teachers this past summer specified that candidates for teaching positions had to be members of minority groups, i.e., Negro, Mexican, or American Indian. One of the participants of this institute was considered the most likely

candidate for a teaching position in one school but was discriminated against because he was not a member of a minority group.

2. Faculty-Participant Ratio

   a. The faculty-participant ratio was eighteen participants to one and one-half instructors. One instructor was employed in a full-time status and the director had a half-time teaching assignment.

B. Staff

1. One visiting faculty member had to be engaged to teach in this program. Stout State University makes its staff commitments for summer teaching positions prior to December 20 of each year. Staff identified to teach in this program in the proposal were given other appointments because the University was not notified of its receipt of funds to operate this program until February 25, 1970.

   The use of the visiting faculty member enhanced the program very much. He had served the previous summer as a visiting faculty member for the 1969 EPDA Institute for Retirees. His knowledge of how to cope with the early retiree added the necessary stability to make this program a success. He lived in the same dormitory as some of the participants did and was able to learn of any personal or educational problems

confronting the participants as readjusting students.

The director of the institute taught the Methods course and was better able to gain an insight of the participants as students and as prospective teachers.

The participants and instructors were invited to sit in other classes in the industrial teacher education department to hear presentations made by visiting consultants from the State Department of Vocational Education. These consultants spoke on problems concerning certification and financial operations of vocational programs.

Three visiting lecturers were brought to the Stout campus to make presentations to the participants of this institute.

The first visiting lecturer was Dr. Nathan Ivey who came from John A. Logan College of Carterville, Illinois. Dr. Ivey, as president of a community junior college, spoke on the organization of the junior colleges and what is expected of a faculty member in one of these colleges. He gave a formal presentation which was followed by a free discussion session with the participants. His remarks gave the participants a better understanding of the junior college and its purpose.

The second visiting lecturer was Dr. William

Martin, Director of Vocational and Continuing Education for the Fort Wayne, Indiana, school system. His remarks were directed to the goals and purposes of the post-high school vocational programs and how the retiree would best fit into one of these programs. His presentation was supported by a visual presentation which added much interest.

The third visiting lecturer was Dean Arthur Elges of the Henry Ford Community College of Dearborn, Michigan. Dean Elges directed his presentation to the purposes of technical education at the community junior college level. He brought out how instructional staff must be prepared to work with the full-time student as well as a very large number of part-time students who are enrolled in technical programs.

The participants were most favorably impressed with Dr. Ivey's presentation; Dr. Martin's second; and Dean Elges third. (See Appendix, items 19 and 20 of Project Evaluation Form) The participants were of the opinion that these presentations added much to the summer's program.

Two field trips were taken by the participants to see how post-high school programs operate. The first trip was made to the Eau Claire Technical Institute at Eau Claire, Wisconsin. The Eau Claire school is one

of the Wisconsin state two-year institutes which prepare students for technical and trade competencies. The participants received an excellent orientation on the Wisconsin State two year program. The State of Wisconsin is unique in that it sponsors the technical institute in lieu of the community-junior college program. The participants toured the facilities and saw what was offered in classrooms and equipment.

The second field trip was made to the St. Paul (Minnesota) Area Technical Vocational Institute. This school is one of the area vocational schools supported by the State of Minnesota to prepare post-high school students for entering into trades and for training technicians for specific technical areas. A conducted tour of the facilities made it possible for the participants to see how the institution was designed to meet its specific purposes and community needs.

C. Activities

The primary objective of this institute was to recruit and train the participants of this institute. Past experience had shown us that participants in this program had been successful in their methods of teaching and were considered by their administration to be competent teachers. As was pointed out in last year's report, research done at Michigan State University has borne out the theory that

teachers in junior colleges are more successful if they have completed courses in teaching methodology, examination item writing, and lesson plan preparation.[1]

During the summer the participants made remarks about how much discussion was carried on between the instructors and themselves. They felt this to be an especially strong asset to the program. As a result, it was noted that an excellent rapport developed between the participants and the instructional staff.

1. Video-tape recording was again used this year in the Methods of Teaching class. Each participant made a classroom presentation which was recorded and played back to the class. The participant had an opportunity to observe how he appeared to the class in his presentation. He was critiqued by the instructor and fellow participants on voice, mannerisms, poise and physical movement. This method of evaluation did much to strengthen the participants' confidence as potential classroom teachers.

   A new innovation to this year's program was the use of the Audio Visual Department's self instruction

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[1]Ray, Rex E., "The Instructional Functions of Engineering Technology Instructors in Michigan Community Junior Colleges as Determined Through an Analysis of Critical Incidents," (Unpublished Doctoral Dissertation) Michigan State University, Lansing, Michigan, 1966.

laboratory. In this facility the participants were able to learn to use the many different types of audio-visual equipment. Each participant was given a performance examination which was included in their course grade for the Methods of Teaching course.

2. The duration of the training program coincided with the regular summer school. This proved to be a better working situation for the participants than the program the previous summer, where a ten-week program existed.
3. The teaching load for this summer was such that the director of the program taught one course and the full-time staff member engaged to teach taught three courses. Contracts are so stated that a staff member must teach six credit hours of classes. It was felt by the director and staff member that this did cause a little undue burden for one man but it could not be avoided. The schedule was so arranged that the participants had no classes on Fridays. Only one participant made a negative response about this arrangement. (See Appendix, item 16 of Project Evaluation Form)
4. Because of the complexity of the time schedule for the summer, most decisions regarding dates for field trips and dates for visiting speakers were left to the discretion of the director. It was necessary in most instances to make plans for visiting speakers and field

trips before the participants arrived on campus.

Social activities of the group were affected by the many functions provided to summer school students. The participants did not feel or express a need for social activities outside of what was being provided by the summer school administration. A final banquet was arranged by the participants. This function served as a "going away" party for the participants and staff.

D. Evaluation

1. Only one evaluation period was utilized during this summer's program. This was at the end of the training period. Questions for the evaluation form (See Appendix) were compiled by the director and the visiting staff member engaged for the summer.

Questions pertaining to pre-arrival to the campus indicated that information about the campus and community was on the most part very good to excellent. It was felt by some that an earlier date of acceptance to the institute would have been better; however, this could not be helped because of our late notification of receipt of grant.

The participants felt that the welcome and orientation period of the program were most outstanding. The administration and representatives of the Board of Regents were most helpful in extending greetings to the participants.

The evaluation form showed that almost all of the participants were satisfied with the living conditions and food provided on the campus.

On a whole, the participants indicated on the evaluation form that the instructional program provided by the two instructors was very good to excellent. They felt that the instructors had the future success of the participants uppermost in their presentations.

As was previously pointed out, the participants were most favorably impressed with the presentation made by Dr. Nathan Ivey.

The participants considered the video-tape presentations very good to excellent in the contributions received, but rated the Self-instruction A-V Learning Unit somewhat lower in importance.

Most of the participants were satisfied with the social activities for the summer; however, three people did express some dissatisfaction. No indication was made why this dissatisfaction existed.

Two-thirds of the participants expressed the opinion that they should not have been exposed to a more comprehensive testing schedule.

All of the participants felt that they would be better prepared to walk into the classroom as teachers. All of them also indicated that had they to do it over

again they would attend this institute.

General comments expressed by the participants indicated that they wished that the program had gotten off to a more intensive pace at the beginning. This thought was completely opposite of what last year's participants indicated and which was used as a guideline for the approach used this year. It was felt by the instructional staff that a slower start was necessary, too, because of the average age level of the group. Many of them in their late 50's and early 60's had been out of school a long time, and it was felt that they needed a longer period of time to make an academic adjustment. It could be generalized that no two groups will adjust at the same speed.

2. The final evaluation of this institute (See Appendix) written by Dr. Boaz, the visiting instructor, indicated that a faster pace could have been set at the start of the summer program. His report also brought out that the orientation meeting of the first day set the atmosphere for the program. Dr. Boaz lived in the same dormitory as some of the participants and was able to get some feed back from them. He said that the participants particularly expressed satisfaction with the discussion method used in most of the classes.

Dr. Boaz expressed satisfaction with the eight-

week term and its length for effective teaching time.

3. The participant evaluation form provided by the Division of College Support is not inclusive enough to reflect the opinions of the overall program. This section of the evaluation analysis will report the tabulations of the forms filled out by the participants.

   a. Program Activities

      Item A of Program Activities revealed that the participants were of the opinion that they spent approximately 39 per cent of their time participating in discussions and approximately 25 per cent of the time listening to lectures. This would appear to have been an optimum situation considering the educational background of the group.

      It is noted in Item B that 17 of the 18 participants noted that the level of the training program integrated with previous background and experience. The majority of them (13) thought the program was the right length and the remainder thought it too short.

      Item C revealed that methodology was the most valuable (9) asset of the training program. Communication was considered the second most valuable by nine of the group. Attitude change was also felt to be of the most valuable aspect of the program by

seven of the participants. Methodology, including skills development, was one of the primary objectives of this training program and it would appear that this goal was attained.

The following data were revealed in Item D:

Administrative Arrangement
(Quality of Learning Atmosphere Created)
- a. Exceeded expectations - 14 participants
- b. Met expectations - 4 participants

Administrative Arrangements
(Living and Dining Conditions)
- a. Exceeded expectations - 9 participants
- b. Met expectations - 6 participants
- c. Did not satisfy expectations - 2 participants

Administrative Arrangements
(Effectiveness of Program Schedule)
- a. Exceeded expectations - 11 participants
- b. Met expectations - 5 participants
- c. Did not quite satisfy expections - 2 participants

Quality of Full Time Teaching Staff
- a. Exceeded expectations - 11 participants
- b. Met expectations - 6 participants
- c. No answer - 1 participant

Quality of Part Time Teaching Staff
(Interpretation by participants hazy)
- a. Exceeded expectations - 3 participants
- b. Met expectations - 5 participants
- c. Not applicable - 6 participants

Quality of Consultants
- a. Exceeded expectations - 6 participants
- b. Met expectations - 7 participants
- c. Did not satisfy expectations - 1 participant
- d. Not applicable - 3 participants

Quality of Facilities
- a. Exceeded expectations - 12 participants
- b. Met expectations - 5 participants

Group Rapport
- a. Exceeded expectations - 18 participants

Administration-Faculty-Participant Rapport
a. Exceeded expectations - 16 participants
b. Met expectations - 2 participants

Academic Requirements
a. Exceeded expectations - 5 participants
b. Met expectations - 11 participants
c. Not applicable - 1 participant

It would appear from this evaluation tabulation that the institute was successful to the degree that it either exceeded or met the expectations of the majority of the participants. Some of the responses indicated that the participants were not always sure as to how to respond to the question. Some improvement could be made on the instrument.

4. A final evaluation on the effectiveness of the participants as teachers was not included in this year's program. The study coinciding with last year's program indicated that the program fulfilled the needs of the participants who were engaged in teaching duties. A follow-up program over a long term will be made on the participants to evaluate the overall effectiveness of the program.

5. The only real administrative problem in conducting this year's institute was, again, the late notification date. Staff adjustments had to be made but this proved successful in that an experienced staff member was obtainable. Cooperation within the university was most outstanding and could not have

been better. Services of the business office for budget adjustments were readily obtainable and the cooperation of that segment of the university greatly relieved pressures which could have been insurmountable.

The department of Industrail Teacher Education was most cooperative in providing guideline materials for courses and in making facilities available for video-tape recording. Schedules within that department were adjusted to make facilities and consultants available for classroom use.

A program can be only as successful as cooperating departments and services wish to help. Much advice and assistance was provided from the U.S. Office of Education, Bureau of Higher Education.

IV. CONCLUSIONS

All of the participants of this institute possessed degrees and/or work experience which made them most attractive as potential candidates for teaching positions. The age spread of the group was quite wide and those in their upper years near 65 posed a problem for placement but, fortunately, the upper age limit did not develop a problem as expected.

At the time of this writing it can be said that the most significant outcome of this institute was the placement of the participants of the institute. Of the 18 participants, 16

are currently teaching either full-time or on a part-time basis in universities, junior colleges or technical institutes. (See Appendix for roster indicating institutional assignments.) Six of the participants had assignments procured before arriving on campus and the other nine received assignments as a result of being in the summer institute. Only four of the aforementioned six were in positions which would not have required them to attend the institute for certification as teachers.

The three participants who are not currently employed had the following reasons. Two men elected not to take a teaching assignment this year so as to clear up personal business associated with their retirement from industry. One man was in position to take a teaching assignment in a technical institute in Alabama but was disqualified because the institute had to employ people of minority groups to qualify for federal funding under federal rulings. This was an unfortunate situation as the gentleman met all criteria for qualifications for the position except being a member of a minority group. He is now teaching in another institution in Georgia. The third man not placed was over 65 years of age and had a specialty field in business for which there were no positions available at the time of his completing his training program in the institute. He is currently being considered as a candidate for possible positions which may open up near his home in Indiana.

It had been hoped that a full complement of 25 participants could be obtained for this year's institute but the late

notification date by the U.S.O.E. made it difficult for prospective candidates to be reached. It has been noted from comments made by the attending participants that many retirees would like an adjustment time of at least six months after retirement to consider applying for an institute such as this one. It takes sufficient lead time for personnel people in industry to screen them to see if they would like to go into teaching. Even though transition centers of the military were contacted, it can be assumed that these agencies are not properly prepared to direct retirees into programs such as this one.

One of the most serious problems affecting the future course of institutes such as this one was the complete reversal of the teacher shortage late this spring. Economic cutbacks in industry flooded the market with people with earned degrees which would qualify them for teaching positions. Many junior colleges and technical institutes which were critically needing qualified candidates 18 to 36 months ago were swamped with hundreds of applications. One junior college in Arizona had 650 candidates apply for seven positions. People with post-baccalaureate degrees in science fields were in great abundance this year and were filling positions in technical fields for which this institute was geared to work with. Junior colleges and technical institutes indicated an interest in our candidates because of their exposure to teaching methodology but again were more interested in candidates who possessed advanced degrees as

well as work experience.

Because of the reversal of the teacher shortage, this institution has elected not to apply for another federally funded program. It is felt by the program director and program coordinator that a program should not be initiated unless all participants of an institute could be assigned to teaching positions. The supply of prospective candidates for teaching positions at this date far exceeds the supply of teaching positions.

The advisability of an institution supported program for retirees, as was proposed in earlier program proposals, does not appear to be fully justifiable at this time. A complete study to ascertain areas of short supply would have to be made at this time to determine which candidates for an institute would be most easy to place. It is not justifiable to train a retiree from industry or the military to teach if positions for those persons are not available. It is possible that a teacher shortage will again exist in a few years. If this is the case then there would be justifiable need again of recruiting prospective teachers from early retirees from industry and the military.

There is a possibility that this type of program might be more successful if presented in another university nearer industrial complexes. That institution might be better able to recruit prospective participants and be more selective in

the training background of that participant. It was assumed from the outset of our proposal that being in the upper midwest of the United States that geographic location would pose no problems in recruiting participants. It can be noted from the states represented in this summer's institute (See appendix for states represented) that our biggest attraction was from the industrial area of Ohio. The Eastern half of the United States provided the majority of the participants. Colorado was the most western state represented.

In conclusion, it can be said that the institute was successful in the number of participants recruited for the program and that they were successful in their final job procurements.

APPENDIX

NARRATIVE DESCRIPTION OF EPDA INSTITUTE FOR EARLY RETIREES
STOUT STATE UNIVERSITY - SUMMER 1970

by
HOLLAND E. BOAZ

Content for the following material was drawn from the personal contacts and involvements with the participants and others concerned with the EPDA Summer Institute at Stout State University during the eight weeks summer session, 1970.

On the first day of the institute the director set the atmosphere through his orientation. The participants and their wives were made to feel welcome. At the conclusion of the institute they expressed great appreciation for the personal assistance and consideration that had been freely given by all connected with the institute.

The eight weeks duration of the institute seemed to be the optimum length. However, a somewhat more rapid pace than was used needed to be set in the early weeks to avoid a rushed feeling at the conclusion of the institute.

In an attempt to add variety to the teaching methods, to assist the students in differentiating the material obtained in the courses, and to make the teaching of three courses by the same instructor less objectionable, various methods were used. For example, in Educational Psychology films, tapes, and the discussion method were used. In Educational Evaluation each student prepared two papers in addition to participating in discussions. In Principles of Vocational, Technical, and Adult Education committee reports and participation in discussions were required; and guest speakers were used.

For the most part, the participants seemed to be well satisfied with the material covered in their classes and the knowledge received. They particularly expressed satisfaction with the discussion method used in most of the classes.

A member of the faculty living in close proximity to the participants provided for an association not possible through any other means. This informal relationship seemed to foster a more genuine understanding between the participants and the instructor involved.

In conclusion, Stout State University, those persons responsible for the conception, formulation, and instigation of this EPDA Institute are to be commended. Not only has this program proved to be worthwhile (e.g., the success of the 1969 participants) but many superior contributions to the teaching field can be expected from the 1970 participants. It would be desirable if this program or one similar could be continued at Stout or at some other location as the benefits to be derived have only begun to be realized. Other institutes could and should be established in many parts of the country.

Sincere appreciation is expressed by the writer for having the opportunity to be a part of this most worthwhile institute and for the invaluable experiences gained. To participate has been the most rewarding teaching experience ever experienced by the writer.

STOUT STATE UNIVERSITY
MENOMONIE, WISCONSIN
54751

LETTER TO INDUSTRY

Dear Sir:

Last summer a letter was mailed to your organization informing you of the Summer Institute Stout State University conducted for Professional Personnel Retiring from Industry.

I am pleased to announce that we have been awarded another grant from the U.S. Office of Education to conduct a Summer Institute for 1970 to train professional personnel who have retired from industry so that they will be prepared to teach in a junior college or technical institute.

We would ask that you contact prospective candidates from your organization who might be interested in applying for this program. I am enclosing copies of the brochure which describe the program. You will note that a stipend is paid to the participants and that tuition and fees are waived by the university. The participants would be responsible for their own board, room, and transportation. Also enclosed are application forms and evaluation forms to be completed by the candidate and his supervisor.

I am sure that you are aware of the difficulties encountered by H.E.W. in getting budget approval. This is reflected in the late announcement of our program which we had hoped to have underway by January 1 of this year. We would appreciate your cooperation in assisting us to make our program a success.

If you wish to contact me by phone, I may be reached at (715) 235-5541 Extension 476.

Thank you in advance for your cooperation and assistance.

Sincerely yours,

James J. Runnalls

James J. Runnalls, Director
EPDA Institute for Professional
Personnel Retiring from Industry

JJR:sh

Enclosures

STOUT STATE UNIVERSITY

MENOMONIE, WISCONSIN
54751

16 March 1970

LETTER TO MILITARY TRANSITION CENTERS

Last year we contacted your office informing you of the EPDA Summer Institute, "Training Program for Retirees from Military and Industry Planning to Teach in Junior Colleges or Technical Institutes," which was being conducted on the Stout State University campus.

I am pleased to announce that we have been awarded another grant from the U.S. Office of Education to conduct a Summer Institute for 1970 to train professional personnel who have retired from military or industry so that they will be prepared to teach in a junior college or technical institute.

We would ask that you contact prospective candidates who are being separated from military duty and who might be interested in applying for this program. I am enclosing copies of the brochure which describe the program. You will note that a stipend is paid to the participants and that tuition and fees are waived by the university. The participants would be responsible for their own board, room, and transportation.

If you wish to contact me by phone, I may be reached at (715) 235-5541 extension 476.

Thank you in advance for your cooperation and assistance.

Sincerely yours,

James J. Runnalls

James J. Runnalls, Director
EPDA Institute for Professional
Personnel Retiring from Military

JJR:sh

Enclosures

STOUT STATE UNIVERSITY
MENOMONIE, WISCONSIN
54751

LETTER TO PROSPECTIVE CANDIDATES

Dear Sir:

Last spring Stout State University was recruiting prospective candidates for its EPDA Institute to train retired personnel from industry and the military to teach in junior colleges or technical institutes. You have indicated in correspondence to me that you wish to be a candidate for future programs.

I am pleased to announce that Stout State University has been awarded another grant for an Institute for the summer of 1970 by the U.S. Office of Education.

You will find enclosed a brochure describing the Institute for this summer. In addition, I am enclosing an application form for you to complete and return, and an evaluation form which I would ask you to give to your immediate supervisor to be completed and returned to my office by him.

We hope that you are still interested in this program and that you still wish to become a candidate for this most interesting program.

Sincerely yours,

James J. Runnalls

James J. Runnalls, Director
EPDA Institute for Professional
Personnel Retiring from Industry

JJR:sh

Enclosures

STOUT STATE UNIVERSITY
MENOMONIE, WISCONSIN
54751

LETTER TO RECENT INQUIRIES

Dear Sir:

I am pleased to announce that the U.S. Office of Education has granted Stout State University funds to conduct another Summer Institute to train professional personnel who have retired from industry to teach.

In response to your recent letter, I am sending you a brochure which describes the nature of the program. You will note that a stipend is paid to the participants who are selected. The university will waive tuition and fees, but the participant must pay his own room, board, and transportation.

In addition to the brochure, I am enclosing an application blank to be completed by you and an evaluation form to be completed and sent back to me by your immediate supervisor.

If you find it necessary to contact me by telephone, I may be reached at (715) 235-5541 Extension 476. Please note the deadline dates for application.

Thank you for your interest in our program.

Sincerely yours,

James J. Runnalls, Director
EPDA Institute for Professional
Personnel Retiring from Industry

JJR:sh

Enclosures

STOUT STATE UNIVERSITY

APPLICATION FOR EPDA INSTITUTE FOR PROFESSIONAL PERSONNEL RETIRING FROM INDUSTRY

DIRECTOR'S USE ONLY
___ Selected As Participant
___ Selected As Alternate
___ Not Selected For Participation

1. Name_____
   Last First Initial

2. Home Address_____
   Street City State Zip Code

3. Current Address_____
   Street City State Zip Code

4. Age_____ Sex_____ Marital Status_____ Dependents_____

   Birth Date_____ 5. Home Telephone: Area Code ____ - _____

6. Social Security Number_____

7. Have you ever attended an NDEA or EPDA Institute? _____No _____Yes

   If yes, where?_____

8. Colleges or Universities you have attended:

Name of Institution	Degree Awarded	Major	Minor	Dates Attended From	To

9. Employment Record. List your places of employment during the past 10 years:

Dates	Name & Address of Employer	Nature of your Duties

10. List any additional significant professional or academic experiences which will help to qualify you to be a successful teacher.

Nature of Program	Sponsoring Institution	Date

11. Give name, address, and title of your immediate supervisor.

Name _____	Address:
Title _____	

12. Summarize any teaching experience you may have had.

Subject or Assignments	Level	Years of Experience

13. Identify the individual whom you are asking for personal recommendation to this Institute

Name	Position	Address

14. Indicate subject you would wish to teach, if you are accepted by this Institute and are subsequently placed in a teaching position.

_____Junior College _____Technical Institute

15. Indicate geographic area of United States or specific state you would like to teach in.

_____

16. Indicate why you wish to teach and how you might best benefit from this Institute.

17. Do you wish to make application for Graduate credit if accepted for this Institute?

_____Yes _____No

18. Indicate school or university providing transcript of undergraduate work.

_____
Name Address

19. Will you be willing to continue to participate in follow-up studies after completing this Institute, if you are accepted? _____Yes _____No A visit will be made by a consultant during the first year to evaluate the summer Institute.

_____ _____
Date Signature

STOUT STATE UNIVERSITY

CONFIDENTIAL EVALUATION FORM
EPDA Institute for Professional Personnel
Retiring from Industry

(Name of applicant): _____

Return to:
Dr. James Runnalls
EPDA Project
Stout State University
Menomonie, Wisconsin 54751

The Selection Committee for the Institute to be held at Stout State University has requested I forward this Confidential Evaluation Form to my immediate supervisor. Will you please complete this form and return it to the Institute Director named above.

1. Name of evaluator:

   Position:
   Address:

2. How long have you known the applicant and in what capacity?

3. Check the characteristics below and rank the applicant.

Characteristics	Excellent	Above Average	Average	Fair	Poor
a. Knowledge of subject matter					
b. Ability as an employee					
c. Effectiveness in working with colleaques					
d. Capacity for growth					
e. Leadership potential					

4. Please comment on applicant's character, performance, temperament, etc.

5. Comment on applicant's potential ability to teach.

6. Please comment on how effective the applicant has been as one of your employees.

Signature of evaluator: _____ Date: _____

STOUT STATE UNIVERSITY
MENOMONIE, WISCONSIN
54751

Dear Sir:

I am pleased to learn that you have accepted the invitation to attend the EPDA Summer Institute. There are a few forms which must be filled out and returned to complete your registration. I will detail some specific directions for each form.

The enrollment form (pink) should be filled out to identify you as an enrollee at Stout State University. Return to my office.

____ My records indicate you have completed and returned the stipend form which allows you to claim only one (1) dependent.
____ Complete stipend form and return it to me.

The housing application should be filled out and returned to the Director of Housing, Stout State University. Housing in the dormitories is such that a single room for one person is $12 per week. Couples desiring to live in the dormitories will be charged $10 each per week. A special dormitory has been set aside for married couples. Light cooking for such meals as breakfast and lunch can be done in kitchenettes available in that dormitory. Supper meals will be available in the Commons Cafeteria. Single men will be able to take all meals on the campus. Linens are furnished in the dormitories but participants are invited to bring a blanket in case of cool weather.

Participants wishing to use the campground facilities will find hookups for trailers in the University campground. Sumps are the only sewer facility. Bathhouses are available in the campgrounds. A charge of $70 is made for the use of the campground for the summer. Indicate your preference for camping on the housing card.

Wednesday nights have been set aside in the Commons Cafeteria for International Buffet dinners (They are very outstanding). Friday nights will see the serving of special Seafood Buffets.

____ It is necessary that we have a copy of your official transcript of work completed for your bachelor's degree. We do not as yet have a copy of this transcript in your file. Will you please request your undergraduate school to send me a copy of your transcript and

please specify that it be sent directly to my address so as to eliminate any mixup.

____ I have a copy of your transcript.

You will have no need to be concerned with fees or problems encountered with registration. Fees and incidental fees are waived by the University. Your only costs will be food, housing, and transportation. A $30 check will be available to you for instructional supplies. The formal act of registration will be completed through my office.

The class schedule will be such that you will have Fridays free for studying or enjoying the beautiful country of Wisconsin.

Because you will be arriving on the campus at various times, I think it would be best for us to all formally meet on Monday, June 22. Arrangements will be made for us to meet in the President's Room in the Memorial Student Center. Coffee and rolls will be available at 9:00 am. I would like to invite the spouses of all the participants to also join us. After our coffee hour we will tour the campus and complete registration proceedings.

Some of you might be concerned with the payments of the stipend you will receive, which will amount to $75 a week plus $15 a week for one dependent. It will be arranged with the business office to have the first check of $240 available on or before June 26. The other checks will be available on July 15 and August 7, barring any unforeseen complications.

I will be out of the office between June 4 and June 19. If you should have any questions call my secretary, Mrs. Susan Hoffman, any morning to answer any questions arising. Place all calls collect (715) 235-5541, Extension 476.

Please find enclosed maps and descriptive literature of the Menomonie area. I am again looking forward to a rich and rewarding summer.

Very truly yours,

James J. Runnalls, Director
EPDA Institute for Professional
Personnel Retiring from Industry

JJR/sh

Enclosures

STOUT STATE UNIVERSITY
MENOMONIE, WISCONSIN
54751

Dear Participants:

Since I last wrote to you, there has been one change in our plans for the first day.

Please note that we will meet in the Alumni Room of the Student Center for our coffee and rolls and formal get-together. The Alumni Room is located on the lower level of the Student Center in the Southwest corner of the building if you are able to get oriented to the campus. Our meeting is still scheduled for 9:00 am on June 22.

I might suggest that you be sure to bring a raincoat or umbrella as we do have a tendency to have a lot of rain during June and early July. And don't forget to bring a blanket for cold nights and possibly a small fan when the hot weather does arrive.

If any other changes arise, we will be in contact with you.

Very truly yours,

James J. Runnalls

James J. Runnalls, Director
EPDA Institute for Professional
Personnel Retiring from Industry

JJR/sh

STOUT STATE UNIVERSITY

MENOMONIE, WISCONSIN
54751

June 10, 1970

From: Mrs. Susan Hoffman, Secretary
EPDA Institute for Professional
Personnel Retiring from Industry

To: EPDA Participants

To further acquaint you with our program and with each other, Dr. Runnalls has asked me to forward to you a copy of the Class Schedule and a Roster of Participants. As he mentioned in earlier correspondence, the class schedule is arranged so that you will have Fridays free for studying or enjoying the beautiful country of Wisconsin.

CLASS SCHEDULE

Monday thru Thursday	8:30 - 9:30	Principles of Vocational, Technical Adult Education
	9:30 - 10:30	Methods of Teaching
	1:30 - 2:30	Educational Evaluation
	2:30 - 3:30	Educational Psychology

ROSTER OF PARTICIPANTS

Kent G. Ames
Post Office Box 183
Essex Junction, Vt.

Raymond Anderson
13378 W. Exposition Dr.
Lakewood, Colorado

J.R. Callaway Brown
1714 Niles Avenue
St. Joseph, Michigan

Leilyn M. Cox
1014 McClellan Street
Wausau, Wisconsin

Mark R. Emerson
Route 4, Box 221
Mooresville, Indiana

David H. Fields
R F D
Lebanon, Connecticut

Gordon E. Grossmann
4102 Olympic Way
Alexandria, Virginia

Edwin B. Hassler
3579 Beach Lane
Northbrook, Illinois

ROSTER OF PARTICIPANTS CONTINUED

Charles H. Horton
5753 Ohio Street
Vermilion, Ohio

William E. Kreber
141 Riverview Drive
St. Albans, W. Virginia

Edmund B. Murphy
104 Fellows Drive
Steubenville, Ohio

Ivey L. Murray
1506 North 4th Avenue
West Point, Georgia

Theodore O. Myren
Post Office Box 516
Baldwin, Wisconsin

Ronald W. Hull
#2 Homer's Motel - Route 4
Menomonie, Wisconsin

Edward A. Roy
2023 East Erie Avenue
Lorain, Ohio

Richard J. Talsky
1666-5 Cram Circle
Ann Arbor, Michigan

Evan A. Thompson
8 Parkway Drive
East Peoria, Illinois

Martin A. Thompson
130 Orient Way
Rutherford, N.J.

Martin A. Zeidner
3000 Gentilly Blvd.
New Orleans, Louisiana

STATES REPRESENTED IN INSTITUTE

States	Number of Participants
Colorado	1
Connecticut	1
Georgia	1
Illinois	2
Indiana	1
Michigan	2
New Jersey	1
Ohio	3
Virginia	1
Vermont	1
West Virginia	1
Wisconsin	3

TEACHING ASSIGNMENT OF PARTICIPANTS

Participant Home Town	Employer Most Recent	Age	Degree(s)	Teaching Assignment
Kent G. Ames Essex Junction, Vt.	International Business Machines	58	B.S.	Waukesha County Technical Institute Waukesha, Wisconsin
Raymond Anderson Lakewood, Colorado	Adolph Coors Company	51	M.S. B.S.	John Tyler College Chester, Virginia
J.R. Callaway Brown St. Joseph, Mich.	Whirlpool Corporation	57	Ph.D. B.S.	Stout State University Menomonie, Wisconsin
Leilyn M. Cox Wausau, Wisconsin	Employers Insurance of Wausau	66	M.B.A. A.B.	North Central Technical Institute Wausau, Wisconsin
Mark R. Emerson Mooresville, Ind.	Stokely-Van Camp, Inc.	65	B.A.	
David H. Fields Lebanon, Conn.	American Thread Co.	44	M.S. B.E.	Dabney S. Lancaster Community College Clifton Forge, Va.
Gordon E. Grossmann Alexandria, Va.	U.S. Department of Army	44	B.S.	Coordinator Planner CESA 12 Portage, Wisconsin
Edwin B. Hassler Northbrook, Illinois	Warwick Electronics	63	B.S.	Joliet Junior College Joliet, Illinois
Charles H. Horton Vermilion, Ohio	United States Steel Corporation	61	B.S.	

TEACHING ASSIGNMENT OF PARTICIPANTS (Continued)

Participant Home Town	Most Recent Employer	Age	Degree(s)	Teaching Assignment
Ronald W. Hull Menomonie, Wisconsin	Stout State University	27	M.S. B.S.	Stout State University Menomonie, Wisconsin
William E. Kreber St. Albans, W. Va.	Schroder Engineering Co.	36	M.S. B.S.	West Virginia State College Institute, West Va.
Edmund B. Murphy Steubenville, Ohio	Wheeling-Pittsburgh Steel Corporation	65	B.S.	Jefferson County Technical Institute Steubenville, Ohio
Ivey L. Murray West Point, Georgia	West Point Pepperell Inc.	66	B.S.	Troup Area County Vocational Technical Institute LaGrange, Georgia
Theodore O. Myren Baldwin, Wisconsin	U.S.D.A. Soil Conservation Service	56	B.S.	Wisconsin State University River Falls, Wisconsin
Edward A. Roy Lorain, Ohio	United States Steel Corporation	57	B.S.	Lorain County Community College Lorain, Ohio
Richard J. Talsky Ann Arbor, Michigan	Cooley Electronics	29	E.E. M.S. B.S.	Milwaukee School of Engineering Milwaukee, Wisconsin
Evan A. Thompson East Peoria, Illinois	Caterpillar Tractor	66		Illinois Central College East Peoria, Illinois
Martin A. Thompson Rutherford, N. J.	Systems & Electronics, Inc.	59	B.S.	

PROJECT EVALUATION FORM

OF EPDA SUMMER INSTITUTE

1970

	Excellent	Very Good	Good	Fair	Poor	
1. Was the information provided prior to enrollment considered adequate?	5	11	2			
2. Was sufficient publicity material about Stout State University provided?	8	8	1		1	
3. Did pre-institute contacts with the director of the program provide a clear understanding of the program?	6	10	1			None 1
4. Was notification for acceptance to institute early enough?	4	8	5		1	
5. Were you made to feel welcome upon your arrival on campus?	15	3				
6. Did the first day orientation meeting meet with your expectations?	15	3				
7. How would you evaluate the quality of food being served by Food Service?	6	10	1	1		
8. How would you evaluate the quality of accommodations in which you are living this summer? (Campgrounds and dormitories)	4	6	5			N/A 3
9. How would you evaluate the assistance provided in making personal and social adjustments to the campus and community?	11	5	1	1		
10. Is the quality of instruction what you expected it to be?	7	9	2			
11. Did you gain the knowledge you feel you would need to enter into a new occupation in education?	5	10	3			
12. How effective were the methods used by the instructors in their presentations?						
Boaz	7	9	2			
Runnalls	10	6	2			

	Excellent	Very Good	Good	Fair	Poor	
13. Have the attitude and performance of the staff and the general atmosphere of the University been stimulating?	13	4	1			
14. Did you find the staff easy to communicate with?	14	4				
15. Has the content of the four courses been pertinent to your needs, or as you anticipated them?	2	12	3	1		
16. Was the weekly schedule of classes arranged to your satisfaction?	7	9	1		1	
17. Do you feel that your instructors had your future success in education uppermost in their presentations?	12	5				No Ans. 1
18. Was the proportionate amount of time devoted to lecture and participant discussion satisfactory?	7	8	2	1		
19. How would you evaluate the presentations by the visiting lecturers?						
Dr. Ivey	9	6	3			
Dr. Martin	5	11	2			
Dean Elges	3	12	2	1		

20. Rate the speakers in order of their contributions to the Institute (1, 2, 3).

	(1)	(2)	(3)		(1)	(2)	(3)		(1)	(2)	(3)
Ivey	11	4	3	Martin	2	12	4	Elges	4	4	10

21. How would you evaluate the contributions received from the Video-tape presentations?	6	9	2	1	
22. How would you evaluate the learning experience gained from the Self-instruction at the A-V Learning Unit?	2	7	5	3	No Ans. 1
23. Considering the four-day class schedule and the fact that several men were gone on weekends, were the social activities of the summer satisfactory?	6	9		2	1
24. Do you, as a participant, feel that you had ample opportunity to make contributions in all of your classes? Please comment.	9	8	1		

25. Do you feel that you should have been exposed to a more comprehensive testing schedule? 6 Yes 12 No
Comments:

26. Do you feel that the courses you have taken will better prepare you to walk into the classroom as an effective teacher? 18 Yes ___ No
Comments:

27. If you had it to do over again, would you have attended this particular Institute? 18 Yes ___ No

28. What do you feel was the most outstanding facet of this summer's program?

29. Do you feel that the field trips contributed to your understanding of the purpose of technical institutes and junior colleges? 18 Yes ___ No

30. Do you have any other comments about this summer's program?

1970 PROJECT EVALUATION

Summary of Comments

24. Do you, as a participant, feel that you had ample opportunity to make contributions in all of your classes? Please comment.

Generally Yes, but I feel a little time could have been spent comparing the curriculum in vocational schools (post H.S.) & two-year A.S. programs. A.S. programs vary widely in depth.

(I probably talked too much!)

Again, at times discussion too prolonged and on tangents; interesting but not necessary.

I believe there should be more objective criticism of TV presentation which was the only actual teaching done. Check sheets like Dave Fields had are good.

Questions and discussions were encouraged from all class members --were re-directed only after wandering far off subject.

Yes. At times the instructor had to ask permission to speak.

Group discussion seemed somewhat confusing at times but generally effective.

25. Do you feel that you should have been exposed to a more comprehensive testing schedule? Comments:

Some of the tests were comprehensive.

Minimal testing in adult classes is indicated.

Should have a few quizzes to keep us "on the ball" and give instructors some feed-back too.

Education Evaluation and Vocational & Practical Arts examinations were far too detailed--some parts irrevelant.

More frequent quizzes, weekly or bi-weekly--perhaps short would have helped to tie down learning and better pace instruction; also probably have helped professors to gauge progress.

Possibly more often--such as quizzes, but the tests were comprehensive enough.

Competition not necessary, more practical teaching experience would be helpful.

25. Continued

Additional testing would not have motivated us anymore and we would have been using up valuable class time and reduced amount of exposure for learning.

More testing not worth the time investment.

Pretests and also at least one in each subject before mid-term.

26. Do you feel that the courses you have taken will better prepare you to walk into the classroom as an effective teacher? Comments:

I know more about formulating test & grading policies. I have new ideas on making classroom presentations more interesting.

Yes---Absolutely no doubt in my mind.

Very helpful in all areas; but would have liked more on lesson planning and test construction, semester marking and specific evaluation areas.

Improved my methods; changed my attitudes; gave me understanding.

Subject matter studied and techniques displayed by instructors will be a great asset.

Yes, except that my teaching experience is nil.

28. What do you feel was the most outstanding facet of this summer's program?

The Courses in Evaluation & Methods.

The wonderful people involved. A lot of learning rubbed off in addition to the formal classes.

The friendly learning environment and the attitudes of both faculty and students.

Quite honestly, the fact that it was government financed but also because it was uniquely arranged to my needs (transfer from industry to teaching).

The fellowship and friendly spirit of everyone.

The drive of the instructors.

Probably teaching methods, and test construction and evaluation areas. Others (Education Psychology and Principles) also useful.

28. Continued

The opportunity to be communicating with such a stimulating and experienced group.

The group itself.

I liked the associations in the camp, on campus and in the classroom.

Great breadth of invaluable educational learning and experience gained in the eight week period provided.

The opportunity to meet and exchange ideas everyday with this 617 years of experience.

The congenial attitude of the instructors and students.

Easy & informal manner in which courses were presented.

The people in the institute and the staff.

Group participation and morale.

Group discussion--the experience contributed so much.

30. Do you have any other comments about this summer's program?

At the end and/or beginning of each week to review the past weeks work and preview the coming weeks. Not necessarily with regard to class room activities because this was done but outside activities, such as filling out forms, talking about Placement problems, talking about field trips, places to visit, local activities, etc. I feel 30 minutes outside of class twice a week would work best but maybe 40-50 at either the beginning or end of the week would have sufficed.

The only critical suggestion would be to play down or eliminate the final exams.

If there be any suggestions worth making, they are these:

1. Intermediate objectives--in addition to course objectives --and time schedules. There was too much wheel-spinning at outset.
2. Too long lecture periods by visiting consultants. Shorten.
3. More methods than lecture and reading of committee reports.

30. Continued

We got off to a slow start. We should have had a few short quizzes and more assignments to orientate our study habits. The TV presentations were a good experience for us. Everyone had a chance to see himself.
There were times when the program was so flexible that it was difficult to plan what and when to study. I'm not sure if a less flexible program would be better but perhaps weekly written schedule of what's ahead would have helped. On the whole, the program was well worth the effort. I shall be feeding from what I have learned for a long time to come. Both Dr. Boaz and Runnalls had a tough group to deal with and did a good job of it.

It was extremely worthwhile. Many of the men of our office were extremely interested in what I was to do--when I planned on coming to Stout. I shall see them seen, and I shall recommend such a course.

The instructors kept me on my toes to learn as much as possible.

Group in general (I have talked to several) would have welcomed more intensive effort in first three weeks with more time on lesson planning, test construction and grading and marking of semester courses. That was just getting interesting when we had to stop for time. We got far enough we can probably dig it out but more discussion and practice would have been helpful, very. . . . Use of video tape was good but in a measure I begrudged the time, yet I do not know how to avoid unless scheduled as "laboratory" in extra hours.
In general, I think the program was very excellent as I have written Dr. Ruehl. Certainly, the professors and Stout staff in general were anxious to be of help. We are all much in debt to Stout State University for making it available.

Excellent. More programs of this type are needed to upgrade teachers in junior colleges and vocational and technical schools.

Very good except for the slow start. I feel the group was ready to go at the beginning but assignments and content were very low during first couple of weeks. Then things got a bit jammed at the end.

An unusually varied and excellent mixture of educational teaching techniques were used. Stout University's general atmosphere, facilities and attitude of the personnel were quite outstanding.

This is a most worthwhile program. I think it should be publicized and expanded. Many retirees would be interested in this sort of experience.

30. Continued

It is an extremely valuable program and it would be wise to expand it, both on this campus and at other campuses. Industry can be induced to support such programs if the programs are publicized and brought to their attention.

Very good but too short in time, a follow up would be great!

Would have liked the program to be more concentrated and of shorter overall length. Five days per week, more hours per day. The present schedule is not particularly attractive to participants who can't go home weekends and do not have families here.

All over excellence.

PARTICIPANT EVALUATION FORM

I. BASIC INFORMATION

A. NAME OF PARTICIPANT (LAST) (FIRST) (MIDDLE INITIAL) AREA CODE, TELEPHONE NUMBER

ADDRESS-STREET CITY STATE ZIP CODE

B. NAME OF INSTITUTE OR SPECIAL PROJECT "Training Program for Retirees from Industry Planning to Teach in Junior Colleges or Technical Institutes"

NAME OF COLLEGE OR UNIVERSITY: Stout State University, Menomonie, Wisconsin — PROGRAM NUMBER: NIH # 90-7921

C. ARE YOU A MEMBER OF A MINORITY GROUP? ☐ YES-1 (physically handicapped) ☐ NO -16

IF YES, IDENTIFY: ☐ AMERICAN INDIAN ☐ NEGRO ☐ ORIENTAL ☐ SPANISH SURNAMED ☐ CUBAN ☐ MEXICAN ☐ PUERTO RICAN

D. UPON COMPLETION OF THE TRAINING PROGRAM IDENTIFY THE POSITION YOU EXPECT TO ACCEPT:

☐ POSITION IN INSTITUTION OF HIGHER EDUCATION WITH PRIMARY RESPONSIBILITY IN ☐ TEACHING -16 ☐ RESEARCH ☐ ADMINISTRATION -1

☐ GRADUATE STUDENT

☐ OTHER (SPECIFY) -1 (look around)

E. IF YOU WILL BE IN AN INSTITUTION OF HIGHER EDUCATION IDENTIFY THE FOLLOWING:

☐ PUBLIC -10 ☐ PRIVATE -1

☐ TWO-YEAR COLLEGE OR TECHNICAL INSTITUTE -9 ☐ OTHER (SPECIFY)

☐ FOUR-YEAR COLLEGE OR UNIVERSITY -6

F. ARE YOU NOW WORKING (OR PLANNING TO BEGIN WORKING) FOR AN ADVANCED DEGREE? ☐ YES -8 ☐ NO -9

IF YES, SPECIFY DEGREE AND FIELD, MONTH AND YEAR EXPECTED

G. IDENTIFY RECENT CHANGES IN CAREER PLANS IN HIGHER EDUCATION, IF ANY, AND THE CAREER ROLE YOU REALISTICALLY EXPECT.

II. PROGRAM ACTIVITIES

A. IDENTIFY YOUR PERCEPTION OF THE PERCENTAGE OF TIME SPENT ON EACH OF THE FOLLOWING ACTIVITIES DURING THE OPERATION OF THE TRAINING PROGRAM.

24.94%	LISTENING TO LECTURE
7.70	MEDIA PRESENTATION
38.94	PARTICIPATION IN DISCUSSION
5.59	OBSERVATION
2.90	SIMULATION OF EDUCATION-RELATED ACTIVITIES
1.53	DIRECT INVOLVEMENT IN EDUCATION ACTIVITIES, INCLUDING INTERNSHIP ACTIVITIES, ETC.
16.00	INDEPENDENT STUDY
2.41	OTHER (SPECIFY) Audio Visual Labs - Field Trips - Speakers
100 %	TOTAL

B. THE LEVEL OF THE TRAINING PROGRAM IN TERMS OF BACKGROUND EXPERIENCE AND COMPETENCE:

☐ OVER MY HEAD

☐ INTEGRATED WITH PREVIOUS BACKGROUND AND EXPERIENCE -17

☐ COVERED INFORMATION WITH WHICH I WAS ALREADY FAMILIAR - 1

THE LENGTH OF THE PROGRAM WAS:

☐ TOO LONG

☐ TOO SHORT-5

☐ ABOUT THE RIGHT LENGTH -13

C. IDENTIFY YOUR PERCEPTION OF THE PRIMARY VALUE OF THE TRAINING PROGRAM BY RANKING THE FOLLOWING:
(PLACE A (1) BY THE AREA OF FOCUS WHICH WAS OF MOST VALUE TO YOU, (2) BY THE SECOND MOST VALUABLE AREA, ETC. PLACE NA BY ANY AREA WHICH IS NOT APPLICABLE)

(1)	(2)	(3)	(4)	(5)	(NA)	(X)	
2	4	1	3		6		Content
7	3	1	2	2	1		Attitude Change
9	1	1	3	1		1	Methodology
2	1	6	2	4			Char. of Learning
	9	3	2				Communication

D. RATE THE FOLLOWING CHARACTERISTICS OF THE TRAINING PROGRAM IN RELATIONSHIP TO YOUR EXPECTATIONS BY INDICATING WHETHER THE FOLLOWING PARTICULAR PROGRAM CHARACTERISTICS: (A) EXCEEDED MY EXPECTATIONS (B) MET MY EXPECTATIONS (C) DID NOT QUITE SATISFY MY EXPECTATIONS (D) A MAJOR AREA OF WEAKNESS IN THE PROGRAM
(PLACE THE LETTER WHICH BEST FITS YOUR RESPONSE BY EACH CHARACTERISTIC. PLACE NA BY ANY CHARACTERISTIC WHICH IS NOT APPLICABLE.)

(A)	(B)	(C)	(D)	(NA)	
14	4				Learning Atmosphere
9	6	1		2	Living Dining Conditions
11	5	2			Program Schedule
	2	2		9	Internship Experience
11	6				Full-time Teaching Staff
3	5			6	Part-time Teaching Staff
6	7	1		3	Consultants
12	5				Facilities
18					Group Rapport
16	2				Admin-Fac-Partic Rapport
5	11			1	Academic Requirements

PAGE 1